DOCUMENT RESUME

ED 084 740 EC 060 534

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TITLE	Resource Program for Behavior Adjustment. Philosophy and Purpose.
INSTITUTION	Black Hawk - Buchanan County Board of Education, Waterloo, Iowa.
PUB DATE	[73]
NOTE	12p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Behavior Change; *Behavior Problems; *Emotionally Disturbed; *Exceptional Child Education; *Program Descriptions; *Resource Teachers

ABSTRACT

Described is a short term resource program to help emotionally disturbed children achieve acceptable classroom behavior. It is explained that cooperation between the regular teacher and the resource teacher is achieved through flexible scheduling, use of assignments from the regular teacher in the resource situation, and various feedback procedures. Noted is the contingency contracting system to develop student motivation which involves daily evaluation in both the regular and resource classes. Included are forms used in the program such as a behavioral evaluation form, the resource room referral form, a behavioral checklist, and an assignment sheet. (DB)

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RESOURCE PROGRAM FOR BEHAVIOR ADJUSTMENT

PHILOSOPHY AND PURPOSE

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Philosophy and Purpose:

It is the purpose of this program to work with those students whose daily performance, attitude, and behavior interfere with their own learning or that of others in the regular classroom. It is meant to be a temporary intervention, whatever length of time is needed to satisfactorily improve the original interfering problem. Some individual situations will undoubtedly be of a longer nature than others. It is not meant to be a self-contained class where the student is assigned for the entire day or year. Students will move in or out on a flexible basis depending on their unique needs and progress. This arrangement helps to avoid the stigma of a segregated classroom and the demoralizing feelings of isolation, differentness, and inferiority that often accompanies such programs. The class is designed to be as positive an experience as possible and definitely not to be punitive in purpose. It is, in practice, an alternate educational program when there is lack of acceptance or adjustment to the regular program.

Curriculum and Academic Goals:

The student remains officially assigned to the regular classroom teacher while working in the resource setting. The assignments and materials that are used will be relayed from the regular teacher to the resource teacher. This attempt to keep the work as "normalized" as possible more effectively facilitates the student's return to class. The resource teacher may in some cases alter assignments when needed to insure student success. In other cases, there may be a need to develop a more "individualized" program for an extremely low-functioning student. A cooperative effort of the regular teacher, resource teacher, and educational consultant could be used in this event.

Assignments are usually made for a week in advance, although this is flexible depending upon the situation. The resource teacher is responsible for providing feedback to the regular teacher including the finished work and an evaluation of student performance.

Resource Classroom Operation

1. Class consists of approximately 40 minutes of each period devoted to work activities (assignments sent by classroom teacher.)

2. If the work portion of the period is conducted satisfactorily, approximately 15 minutes of free time (break) are earned. If a student has not performed acceptably by pre-established criteria, work continues for that 15 minutes for that student.

3. A daily, systematic point evaluation is kept upon each student for the desired behaviors required in the resource room. This provides constant feedback to each student on his functioning and progress. This is also the basis for his contingency contracting and his eventual return to the regular class.

4. Contingency contracting is used to aid in developing motivation in the students. Students can contract to earn various rewards or privileges for meeting established goals. Grades are generally not motivating to these students.

5. An attempt is made to help in developing a positive self concept through positive reinforcement for approp. student effort and behavior along with individualized attention.

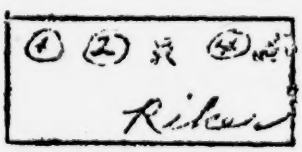
6. Return to the regular classroom is based upon performance in the resource room and meeting pre-established goals for each individualized attention.

At some time during the year, one or more of your students may be placed in the Resource Room Program for part of the day. In this special class setting, we place emphasis upon developing and maintaining appropriate behaviors which are essential to student success in the regular classroom. It is hoped that our joint teachers efforts will provide the consistency and depth that will benefit both the student and his/her classroom functioning. Your effort in this objective is solicited.

A list containing the desired basic behaviors is attached. These specific behaviors are grouped into five major categories: (1) Starting, (2) Organization, (3) Behavior, (4) Work, (5) Attitude. When the resource student is with you, he/she will bring a short credit form to you for your signature at the end of the period. This should take only a matter of seconds to complete. Please use ink or felt-tip pen!

If it is your judgement that the student has performed acceptably in any of these five behavioral areas, circle those numbered areas on their card. For unacceptable performance in an area, cross out the corresponding number on the card. Please sign your evaluation below the numbers.

Consider the subtopics listed under each area in making your judgement. Keep in mind that each of the behaviors should reflect acceptable daily performance in your specific class. Classes will vary, so apply this to your particular situation. An example evaluation might help to clarify:



Marking the form in such a manner would indicate the student was acceptable in the starting, organization, and work areas; but not in the behavior and attitude areas.

From this procedure, the student will be reinforced by the immediate knowledge of his evaluation: his positive efforts and progress will also be acknowledged by the resource teacher. Your efforts will be greatly appreciated and hopefully will benefit all teachers involved as well as the student.

Please don't hesitate to communicate with me about any questions or information regarding a particular resource student or the program in general. This includes both the positive and negative.

Jerry Riker
Resource Teacher

Resource Behavioral Evaluation

(1) Starting Credit:
- A. On time to class
- B. Entering room properly
- C. Seated and quiet (room standards)

(2) Organization Credit:
- A. Having necessary materials (pencil paper, etc.)
- B. Organized materials (able to find things easily)
- C. Proper headings (on written work)

(3) Behavior Credit:
- A. In seat (unless out with permission)
- B. Avoiding disturbances (not bothering or distracting others - ignoring if necessary)
- C. Getting along with peers (avoiding fighting, arguing, showing respect for others)

(4) Work Credit:
- A. Getting started on work promptly
- B. Following directions (or honest attempt to)
- C. Attending to work (sticking to assignment)
- D. Quantity and quality of work (reasonable (individualized (expectations

(5) Attitude Credit:
- A. Cooperation for requests, suggestions, rules
- B. Willingness to attempt all work

Referral Procedure

1. Child is to be referred by his teacher or parent to his assigned counselor for consideration (using appropriate forms obtained from the guidance office.)

2. Counselor evaluates and screens possible candidates and forwards recommendations to the principal.

3. Resourch teacher is contacted and researches the student (school records, referral forms, observations.)

4. Placement staffing including principal, counselor, classroom teachers, resource teacher, school psychologist, and educational consultant.

5. Parents notified of staffing recommendations.

6. Meeting set between referring classroom teacher, counselor, resource teacher, and educational consultant to develop educational objectives and materials for student.

7. Placement in resource room.

Resource Room Referral

Date	Student	Grade

Teacher	Subject	Period

Brief Description of Problem:

Teachers,

Please evaluate each of the following behavioral categories in one of the columns provided. After completing the form, please expand on any items which need further explanation or are not covered by the checklist. Possible considerations might include basic attitude, behavior, strong and weak skill areas, interests, academic or personal needs, knowledge of home situation, or any other area which might be of help.

Behavioral Checklist

Student _____ Teacher _____ Date _____

WORK RELATED:	Always	Usually	Occasionally	Seldom	Never
Starts most assignments					
Completes at least half of assignments					
Completes most assignments					
Easily distracted from task					
Attends to work consistently					
Works independently					
Follows directions					
Produces neat work					
Produces accurate work					
Understands class material and assignment					
Asks for help when needed					
Has necessary class materials					
Has materials organized					

BEHAVIOR RELATED:	Always	Usually	Occasional	Seldom	Never
1 On time to class					
1 Enters room properly					
2 Asks for special privileges					
2-3 In seat when expected					
2 Daydreams in class					
3 Distracts or bothers others (noises (actions					
2 Interrupts teacher and/or others					
3 Verbally argues with peers					
3 Physically aggressive with peers					
3 Is accepted by peers					
3 Attempts to relate with peers					
2-3 Inappropriate talking with peers					
2 Participates in class activities		1			
2 Volunteers appropriate comments					
2 Manipulates objects in class (keys (yo-yo's (etc.					
4 Departs in orderly manner					
? departing responsibilities					

1. Entrance & Prep.
2. Partic.
3. Social behavior
4. Departure

ATTITUDE RELATED:	Always	Usually	Occasionally	Seldom	Never
Responsive to teacher help and suggestions					
Responsive to teacher rules and requests					
Shows willingness to try					
Shows respect for others (feelings (property					
Willingly works with others					
Shows positive feelings about efforts					
Responds well to praise					
Shows initiative and resourcefulness					
Shows leadership ability					
Shows stability under pressure					
Ridicules, teases, embarrasses others					
Shows honesty					
Shows defiance toward authority					
Appears motivated					

Additional comments or clarifications:

Assignment Sheet

Student _____ Teacher - Subject _____ Date _____

Monday

Material _____ Pages _____ Prob. or Quest. _____

Directions:

Tuesday

Material _____ Pages _____ Prob. or Quest. _____

Directions:

Wednesday

Material _____ Pages _____ Prob. or Quest. _____

Directions:

Thursday

Material _____ Pages _____ Prob. or Quest. _____

Directions:

Friday

Material _____ Pages _____ Prob. or Quest. _____

Directions:

Assignment Evaluation Sheet

Student _____ Teacher - Subject _____ Date _____

Monday	Comprehension	Effort	Attitude	Behavior
Comments:				
Tuesday	Comprehension	Effort	Attitude	Behavior
Comments:				
Wednesday	Comprehension	Effort	Attitude	Behavior
Comments:				
Thursday	Comprehension	Effort	Attitude	Behavior
Comments:				
Friday	Comprehension	Effort	Attitude	Behavior
Comments:				